DOCUMENT RESUME

ED 083 157 SP 006 942

AUTHOR	Wilcox, Stanley, Comp.
TITLE	International Teacher Exchange.
INSTITUTION	Institute of International Studies (DHEW/OE), Washington, D.C.
REPORT NO	DHEW-OE-73-19000
PUB DATE	73
NOTE	25p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01125 $.60)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Employment Practices; *Employment Qualifications; Intercultural Programs; *International Programs; Loyalty Oaths; *State Laws; Teacher Certification; Teacher Employment; *Teacher Exchange Programs

ABSTRACT

This document is a summary of state regulations and requirements affecting the international exchange of teachers. Included are a summary of state regulations, which discuss matters such as citizenship and loyalty oath requirements, certification and fees for foreign exchange teachers, and retirement and credits for American exchange teachers; a table listing exchange policy regulations for all 50 states; and a brief history and description of the U.S. Office of Education's Teacher Program. (JA)

ED 083157

INTERNATIONAL TEACHER EXCHANGE

VALUE/SUMMARY OF STATE REGULATIONS/U.S. OFFICE OF EDUCATION PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Compiled by STANLEY WILCOX
Institute of International Studies
U.S. Office of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
CASPAR W. WEINBERGER, *Secretary*

Education Division
S. P. MARLAND, JR., *Assistant Secretary*

Office of Education
JOHN R. OTTINA, *Acting Commissioner of Education*

Institute of International Studies
ROBERT LEESTMA, *Associate Commissioner for International Education*

SP006 942

FILMED FROM BEST AVAILABLE COPY

U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON: 1973

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 - Price 60 cents domestic postpaid or 45 cents GPO Bookstore
Stock Number 1780–01125

FOREWORD

This study is a valuable and timely contribution to a subject important for all concerned with leadership in teacher education and with enrichment of elementary and secondary education. We hope that State education agencies, local school boards, and leaders in teacher education will thoughtfully review the information contained in this survey and seriously consider ways and means to involve more of their teachers and schools in international teacher exchange programs. The benefits that exchange teaching can contribute to teacher, student, school, and community in terms of enhanced teaching and learning, international understanding, and more knowledgeable citizens are clearly considerable.

Edward C. Pomeroy
Executive Director
American Association of Colleges for Teacher Education

Byron W. Hansford
Executive Secretary
Council of Chief State School Officers

David T. Tronsgard
Executive Secretary
National Association of State Boards of Education

PREFACE

The improvement of international understanding in an increasingly interdependent world is clearly one of the educational imperatives of our time. The exchange of teachers between nations is one of the most important and effective means for helping achieve this goal, both in the short run and through its multiplier effect over time.

This summary of State requirements and regulations affecting the international exchange of teachers is intended to make pertinent, up-to-date information readily available to all concerned with the subject both at home and abroad.

Its value to foreign educators trying to find answers within our pluralistic and decentralized system is obvious. Its value to American teachers and prospective teachers is equally clear. No less significant is the comparative view on a nationwide basis that it offers to State authorities and the stimulus it will provide to many for new or continuing efforts to facilitate international teacher exchange through further development of State and local regulations appropriate to the needs of the times.

While the value of international teacher exchange is not yet as widely understood as it should be, the fact remains that there is a growing appreciation of its importance throughout the profession. As the decade of the seventies opened, for the first time participation in international teacher exchange programs of one type or another was legally permissible in all 50 American States. The challenge of the remainder of this decade is to liberalize further the regulations which currently constrict opportunities in order to improve participation rates throughout the Nation for the benefit of American education everywhere as well as for the larger general goal of increasing international understanding around the world.

The benefits to American education assume a special importance in the context of the forthcoming Bicentennial Celebration of the American Revolution. The international exchange of teachers has unique contributions to make to the renewal of our cultural heritage and to the deeper understanding and appreciation of the American ideal and experience of human enrichment through ethnic diversity and cultural pluralism.

Robert Leestma
Associate Commissioner for International Education

CONTENTS

	Page
Foreword	iii
Preface	v
The Value of Teacher Exchange	1
Summary of State Regulations	3
The Teacher Exchange Program Administered by the U.S. Office of Education	12
Conclusions	16
Selected References	19

THE VALUE OF TEACHER EXCHANGE

The modern teacher needs an awareness, understanding, and empathy for ethnic diversity and cultural pluralism. Thus first-hand experience in an unfamiliar cultural setting, abroad or at home, is an increasingly important part of teacher education. This is true even if the subject to be taught is not explicitly related to international studies.

If the teacher's subject includes any substantial involvement with other countries and international affairs, student interest is often greatly increased if the teacher has studied or taught abroad. Personal acquaintance with peoples and places under discussion in the classroom enhances both vividness and credibility of instruction. Experience in other countries is particularly important for teachers of language, geography, history, social studies, and art appreciation.

The experience of teaching in a foreign classroom is of special value. While operating in the generally familiar context of a classroom, the teacher is confronted with new professional points of view, other value systems, and a variety of cultural differences which require careful study and appropriate accommodation. In the process of learning more about others, one is likely to learn more about oneself and one's own cultural context.

Some of the values for American schools and the American people of participating in the international exchange of teachers are summarized as follows:

1 Teachers have an opportunity to compare their own educational organizations with the systems of other countries, with the view of sharing in both directions.

2 Teachers develop a better understanding of themselves and of their society through the perspectives gained by cross-cultural experience.

3 Teachers acquire new knowledge—educational and cultural—new enthusiasm, ideas, and points of view relevant to improving their teaching at home.

4 Students find their teachers more stimulating when they can draw on first-hand experience to produce or supplement instructional materials.

5 With exchange of teachers between an American and a foreign school, both schools can carry forward and enrich their regular instructional programs, not only in the new knowledge the foreign teacher may bring, but also in the valuable opportunity for students and teachers to have a sustained experience with a citizen and a professional educator from another country. As a living expression of another culture, the exchange teacher is a valuable source of information about life in his or her home country. What is learned or contributed in a variety of informal ways outside the classroom is often as important in helping students learn about the teacher's home country as what takes place in the classroom. The multiplier effect of an exchange teacher on his or her students and professional colleagues can be considerable.

6 Exchange teachers after returning from abroad often share their new knowledge and experiences widely at home—with civic groups and professional societies as well as with the teachers and students in the local school system. Thus there is an impact on public understanding of international relations as well as on instruction in the classroom.

7 From the exchange teaching experience can grow a continuation and expansion of bonds between the two schools and their respective communities for the long-range benefit of education and international understanding in both countries. Not only teachers, but also administrators, students, and community leaders can become involved in a variety of followup activities, including exchange visits.

When the teaching abroad is conducted under the Teacher Exchange program of the U.S. Office of Education or in other carefully planned programs, the experience is available in a carefully selected and supportive setting at minimal cost. If an interchange is involved, the exchange teacher normally serves as an appropriately matched replacement for the local teacher, and thus there is a minimum of administrative complications in both participating school systems.

SUMMARY OF STATE REGULATIONS

FOREIGN EXCHANGE TEACHERS

Citizenship

Until recently some States made no adjustment in their requirement that all teachers be U.S. citizens. Alaska, for instance, had or appeared to have an absolute bar against the use of foreign nationals in the schools. By 1967, however, the Rules and Regulations of the Alaska Department of Education were changed to include subchapter 11, entitled Exchange Teachers. It specifically excludes exchange teachers from having to meet the citizenship requirement and take Alaska's oath of office.

U.S. citizenship is not required as a condition for employment as an exchange teacher in 35 States. Fourteen States and the District of Columbia have a procedure authorizing some official or board to grant waivers to the requirement. In addition, Puerto Rico has a qualified exemption which limits contracts for teacher exchange to the continental United States of "other democratic countries" and Florida permits noncitizens to teach temporarily only if they are "a citizen of a nation not antagonistic to democratic forms of government."

Oath

Requirements for an oath of loyalty remain in effect in many States despite court decisions finding them unconstitutional in other States. Twelve States, the District of Columbia, and Puerto Rico require exchange teachers to subscribe to some kind of an oath of office. The U.S. District Court in New Hampshire upheld the requirement there as recently as 1971. On the other hand, in Illinois (1969) and Arkansas (1957), such oaths were found to be unconstitutional. California does not require an oath for certification but does for employment; a modified oath is used for noncitizens. Colorado adopted a new pledge in 1969 to replace one previously banned; it exempts temporary teachers and has stood the test of the courts. In six States loyalty oaths continue in force but are waived for exchange teachers, usually by law. Thirty-two States do not require an oath.

Certification

The kind of certificate made available to foreign exchange teachers on the basis of evaluation of their credentials varies greatly from State to State. Six States—Connecticut, Massachusetts, Michigan, Nevada, North Dakota, and Wisconsin—issue no kind of certificate in these cases; they simply permit employment of exchange teachers and take cognizance of their presence. Other States utilize provisional, temporary, emergency, and other special permits and certificates or letters of authorization. A number of States insist that the foreign teacher have formal education equivalent to that implied by possession of an American baccalaureate; the table that follows on pp. 7-11 shows the States that are explicit on this point. In most cases, it is possible for a foreign exchange teacher to extend for a second year. In a few States, however, such extension is not permitted.

Fee

Almost half the States charge a fee for issuing a teaching certificate to a foreign exchange teacher. Charges range from $1 to $20. In some States, exchange teachers are specifically exempt from payment for a temporary permit. In many States there is no fee for certification for any teacher.

Medical Examination

A majority of the States require that teachers coming from abroad undergo some kind of medical examination. In a few States, the local school board decides whether or not to require evidence of good health. It is usually possible for the teacher to have the examination before coming to the State. Illinois, however, requires that the examining physician be licensed in that State. In the State of Washington, the State Health Department issues a certificate based on the results of a locally taken chest X-ray.

Retirement Deductions

Deduction from salary for the local or State retirement plan is usually required if foreign exchange teachers receive local American salaries. In 13 States, however, the retirement system excludes temporary workers from coverage, thus freeing the foreign teacher from withholding. Retirement deductions do not consti-

tute a long-range problem even where they exist because the State systems provide for a refund payment when the teacher leaves the system. If the foreign teacher is not being paid in the State, there is no complication, since he or she is not enrolled in the State retirement plan.

Other Requirements

A few States have additional requirements that may reduce the opportunities for teacher exchange. In a number of cases State law provides that salaries be paid only to people physically present and working in the State; this precludes leave with pay and rules out the possibility of exchanges with teachers from Great Britain and Canada, who are paid by their home schools. Kentucky and South Carolina cannot accept foreign teachers who bring their salaries with them, nor can they send teachers abroad who are actively employed by the State. West Virginia can accept an exchange of teachers only when the State does not have to pay the foreign teacher. Until recently, North Dakota was also unable to pay a foreign teacher. In Georgia, the local district must use its own funds if it pays a foreign exchange teacher.

California cannot accept foreign teachers under the auspices of the Teacher Exchange program unless there is a reciprocal interchange of position with a California teacher. Nevertheless, it can employ foreign teachers on a one-way basis as "sojourn teachers" to provide bilingual or foreign language instruction. In a number of States, the superintendent of the local school district plays a major role in the determination of whether State agencies will permit an exchange. His role is decisive in Connecticut, Louisiana, Montana, and New Hampshire.

There are other requirements of varying sorts that are unique to one or a few States. For example, the State of Wyoming requires foreign exchange teachers to pass a test on the constitutions of the United States and Wyoming.

AMERICAN EXCHANGE TEACHERS

Retirement

American teachers remain covered by their retirement systems while abroad if they continue to receive their pay from home. If

they are on a leave of absence without pay, however, it is not always possible for them to make a special contribution to the State retirement fund to cover the time spent teaching abroad. In at least the following eight States, the State retirement arrangements do not make it possible for teachers to purchase credit when on a leave of absence:

Colorado	Tennessee
Iowa	Utah
Nebraska	Vermont
Nevada	Wisconsin

In other States, there is no statewide system or the determination is made at the district level as to whether retirement credit is purchasable for American exchange teachers who are or have been on leave. This applies to at least the following five States:

Montana	Virginia
South Dakota	Wyoming
Texas	

Credit for Experience Abroad

In many States, teaching abroad is counted in granting salary increases on the basis of years of service and other appropriate experience. Maine, Puerto Rico, and Texas appear to have no provision for such recognition. In 29 cases the local school boards determine how to treat overseas experience; generally the boards grant credit for it. In some cases, even foreign travel, if approved in advance, may be counted for part of the credit needed in renewing certificates or gaining salary increments.

SUMMARY TABLE OF REGULATIONS

The aforementioned aspects of regulations of the 50 States, the District of Columbia, and Puerto Rico concerning the international exchange of teachers are presented in tabular form on pp. 7–11.

INTERNATIONAL TEACHER EXCHANGE REGULATIONS BY STATE OR OTHER ENTITY[1]: JULY 1972

	Foreign exchange teachers							American teachers	
State or other area	U.S. citizenship required	Formal oath required	Type of certificates * indicates renewability	Amount of fee	Medical examination required	Retirement deductions	Other requirements	Retirement purchasable if on leave	Experience abroad credited
	1	2	3	4	5	6	7	8	9
Alabama	No	No	Provisional*	$2	Yes	Yes	None	Yes	Local determination
Alaska	No	No	Provisional*	None	Yes	Yes	None	Yes	Yes
Arizona	No	No	Special certificate	$8	Yes	No	None	Yes	Local determination
Arkansas	Waived	No	Emergency permit*	None	Yes	No	B.A. equivalent[1]	Yes	Local determination
California	Waived	No[2]	Exchange credential*	None	Yes	No	Person-for-exchange person[2]	Yes	Yes
Colorado	No	No	Letter of authorization*	$5	Local determination	Yes	None	No	Local determination
Connecticut	Waived	No	No*	None	No	No	District must request	Yes	Local determination
Delaware	No	Yes	Standard*	None	Yes	Yes	No	Yes	Local determination
District of Columbia	Waived	Yes	Temporary*	None	Yes	Yes	No	Yes	Yes
Florida	Not for teachers from certain countries	Yes	Temporary*	$10	Yes	Yes	District must request; B.A. equivalent	Yes	Local determination

INTERNATIONAL TEACHER EXCHANGE REGULATIONS BY STATE OR OTHER ENTITY[1]: JULY 1972—Continued

State or other area	Foreign exchange teachers							American teachers	
	U.S. citizenship required	Formal oath required	* indicates Type of certificates renewability	Amount of fee	Medical examination required	Retirement deductions	Other requirements	Retirement purchasable if on leave	Experience abroad credited
	1	2	3	4	5	6	7	8	9
Georgia	No	Yes	Provisional*	None	Local determination	Yes	B.A. equivalent; local funds must be used.	Yes	Yes
Hawaii	Waived	Yes	Temporary	None	Yes	Yes	No	Yes	Yes
Idaho	Waived	No	Authorization to teach	None	No	No	No	Yes	Local determination
Illinois	No	No	Provisional*	$13	Yes	Yes	No	Yes	Local determination
Indiana	No	Yes	Limited	$5	Yes	Yes	District must request	Yes	Yes
Iowa	No	No	Temporary*	$15	No	Yes	No	No	Local determination
Kansas	No	Yes	Provisional*	$5	Yes	No	No	Yes	Yes
Kentucky	No	No	Limited standard*	None	Yes	Yes	Salary must be paid by State; B.A. equivalent	Yes	Yes
Louisiana	No	No	Temporary	None	Local determination	Yes	District must request	Yes	Local determination
Maine	No	No	Standard*	None	Yes	Yes	No	Yes	No
Maryland	Waived	No	Provisional*	None	Yes	No	No	Yes	Yes

Massachusetts	No	No	No*	None	Yes	Yes	No	Yes	Local determination
Michigan	No	No	No	None	Yes	Yes	No	Yes	Local determination
Minnesota	No	No	Limited*	$5	Local determination	No	No	Yes	Local determination
Mississippi	No	No	Emergency*	None	Yes	Yes	No	Yes	Local determination
Missouri	No	No	1 year*	None	Yes	Yes	No	Yes	Yes
Montana	No	Yes	Alien authorization*	$4	Yes	Yes	District must request	Local determination	Local determination
Nebraska	No	Yes	Provisional*	$8	No	No	No	No	Local determination
Nevada	No	No	No	None	No	No	No	No	Local determination
New Hampshire	Waived	Yes	Temporary*	None	Local determination	Yes	District must request	Yes	Local determination
New Jersey	No	Yes	Special*	$20	No	Yes	District must request	Yes	Yes
New Mexico	Waived	No	Temporary 1 year*	None	Yes	Yes	No	Yes	Yes
New York	No	Waived	Temporary 1 year*	None	No	No	No	Yes	Yes
North Carolina	No	No	Temporary*	None	Yes	Yes	No	Yes	Yes
North Dakota	No	Waived	No*	None	No	Yes	State must approve	Yes	Local determination
Ohio	No	No	Temporary	$2	No	Yes	District must request	Yes	Local determination

INTERNATIONAL TEACHER EXCHANGE REGULATIONS BY STATE OR OTHER ENTITY[1]: JULY 1972—Continued

State or other area	Foreign exchange teachers							American teachers	
	U.S. citizenship required	Formal oath required	Type of certificates * indicates renewability	Amount of fee	Medical examination required	Retirement deductions	Other requirements	Retirement purchasable if on leave	Experience abroad credited
	1	2	3	4	5	6	7	8	9
Oklahoma	Waived	Yes	Temporary	$1	Yes	Yes	B.A. equivalent	Yes	Yes
Oregon	Waived	No	Restricted	$8	No	Yes	District must request	Yes	Local determination
Pennsylvania	No	Waived	Temporary 1 year*	None	Yes	Yes	District must request	Yes	Yes
Puerto Rico	Not for teachers from certain countries	Yes	Provisional	None	Yes	Yes	No	Yes	No
Rhode Island	Waived	No	Special*	None	When necessary sometimes	Yes	District must request	Yes	Yes
South Carolina	Waived individually	No	Temporary if district requests*	None	Waived	Yes	Salary must be paid by State and district	Yes	Yes
South Dakota	No	Waived	Limited, if district requests*	$5	Yes	Yes	No	Local determination	Local determination
Tennessee	No	No	Temporary, if district requests*	$2	Yes	Yes	No	No	Yes
Texas	No	No	Emergency, if district requests*	$1	Yes	Yes	Law limits to 1 year	Local determination	No
Utah	No	No	Emergency, if district requests*	None	Yes	Yes	No	No	Local determination

Vermont	Waived	Waived	1 year*	None	Local determination	Yes	No	No	Local determination
Virginia	Waived	No	Special*	None	Yes	Yes	No	Local determination	Local determination
Washington	No	Yes	Special*	$1	Yes, including chest X-ray by State Health Department	No	No	Yes	Local determination
West Virginia	No	Waived	Temporary*	None	Yes	No	No U.S. pay to foreigner	Not on leave	Yes
Wisconsin	No	No	No	$5	Yes	Yes	No	No	Local determination
Wyoming	No	No	Limited service permit*	None	Yes	Yes	Test on U.S. and State constitutions	Local determination	Local determination

[1] Includes the 50 States, the District of Columbia, and Puerto Rico.
[2] See p. 3 for further details.

THE TEACHER EXCHANGE PROGRAM ADMINISTERED BY THE U.S. OFFICE OF EDUCATION

BRIEF HISTORY

The Office of Education has been engaged in teacher exchange programs on a modest scale since the passage in 1946 of Public Law 79–584, commonly known as the Fulbright Act. This act authorized the use of specified amounts of foreign currencies owed the United States from the sale of war surplus material for the purpose of educational exchange. The first program involved an interchange of teachers with the United Kingdom, and 74 matched pairs of teachers exchanged positions for the 1946–47 academic year.

In 1948, Public Law 402, 80th Congress, the Smith-Mundt Act, provided the dollar support needed to supplement the foreign currency-financed program and to make possible projects with other countries. The teacher exchange program then began to expand rapidly in terms of the number of participating countries. In 1961, Public Law 87–256, the Mutual Educational and Cultural Exchange Act, often referred to as the Fulbright-Hays Act, was passed. It represented a consolidation of the various previous legislative acts concerned with educational exchange. As amended, it is the current basic authorizing legislation for the teacher exchange program of the U.S. Government.

CURRENT STATUS

The Teacher Exchange program administered by the U.S. Office of Education is carried out in conjunction with the Bureau of Educational and Cultural Affairs in the Department of State and the binational Fulbright commissions and American embassies in the cooperating countries abroad. Federal funds for the program are part of the Department of State appropriation. The Board of Foreign Scholarships, an independent body of 12 prominent citizens appointed by the President, provides general supervision of the program and makes the final selection of all grantees.

Regional interviewing committees in various parts of the United

States do the preliminary screening of applicants. These 59 committees conduct personal interviews with applicants in their respective areas. The National Advisory Committee for the Exchange of Teachers, composed of representatives of 17 national organizations interested in international educational exchange, provides valuable advisory assistance on a variety of program matters.

The Institute of International Studies in the U.S. Office of Education administers the educational exchange program for teachers from the American side. It publishes an annual announcement of opportunities and conducts the national competition for the grants to be awarded. The Institute staff reviews applications and arranges for the involvement of regional interviewing committees and the National Advisory Committee for the Exchange of Teachers.

After appropriate review of the qualifications of all applicants, the Institute staff recommends the best qualified American candidates to the Department of State and the Board of Foreign Scholarships for the exchange teaching grants available. After final selections by the Board, the Institute arranges the exchanges between American and foreign teachers. It also obtains positions in American schools for foreign teachers who have been selected by the board from among those recommended by the various binational educational commissions or foundations and approved by the American school officials.

Approximately 24 countries are engaged in the Fulbright-Hays Teacher Exchange program on either an interchange or a one-way basis. However, the number of teachers involved in this program has never been very large in relation to the total number of teachers in classrooms. During the 1972–73 school year, about 135 American teachers are teaching in another country and 135 teachers from other countries are teaching in American schools under this program.

Other Federal or federally assisted programs which provide opportunities for teaching abroad include the Peace Corps (2,967), the Department of Defense military dependent schools (7,575), and the overseas schools program assisted by the Department of State (3,032). The figures in parentheses indicate the number of Americans serving abroad in teaching capacities in each of the listed programs during the 1971–72 school year.

Some 110 different countries are involved in one or more of all of the aforementioned programs.

Additional exchange teaching opportunities are available under a variety of privately sponsored programs, but the total number of these is not believed to be large.

Opportunities for teaching assignments abroad under the OE Fulbright-Hays program are again expected to be available for American teachers for the 1974–75 school year. The deadline for applications from individuals wishing to teach abroad in 1974–75 is November 1, 1973. The largest number of two-way interchanges is again anticipated with the United Kingdom.

OE PROGRAM ARRANGEMENTS

The various opportunities available in the OE program may be categorized into three arrangements. Arrangements I and II provide for interchange (direct exchange) of positions by American teachers and foreign teachers. Arrangement III provides for one-way placement of American teachers abroad.

Arrangement I: *Interchange positions with Canada and the United Kingdom.*—The American teacher secures a leave of absence *with* pay. The school granting the leave must be willing to accept a foreign teacher in exchange. The foreign teacher also secures a leave of absence *with* pay. Each teacher is paid regular salary by the respective home school system. Teachers going to Canada or the United Kingdom are responsible for providing the full cost of transportation.

Arrangement II: *Interchange positions with other countries.*—The American teacher secures a leave of absence *without* pay. The school must be willing to accept a foreign teacher in exchange and to pay a salary based upon the latter's training and experience and the local salary schedule. The American and the foreign teachers receive grants to cover round trip transportation. While overseas, the American teacher receives a maintenance allowance in lieu of salary in the currency of the host country from the binational educational commission or foundation in that country. (American teachers in Switzerland receive no grants for round trip transportation and are paid by the host schools.)

The Arrangement II pattern is used with the following countries:

Belgium/Luxembourg
Federal Republic of Germany
New Zealand
Switzerland

Arrangement III: *One-way positions abroad.*—No exchange of positions is involved in this arrangement. The American teacher secures a leave of absence *without* pay, and while abroad, receives a maintenance allowance in lieu of salary in the currency of the host country. Round trip transportation is provided, except in the case of Switzerland. (American teachers in Switzerland receive no grants for round trip transportation and are paid by the host schools.)

The Arrangement III pattern is used with the following countries:

Belgium/Luxembourg	Iran
Burundi	Republic of Korea
Denmark	Laos
Federal Republic of Germany	Sweden
Greece	Switzerland
Indonesia	Republic of Viet-Nam

One-way positions may become available in other countries, particularly for teachers of English as a second or foreign language.

For full descriptive information and further details on all aspects of the Fulbright-Hays teacher exchange program, write:

Teacher Exchange Section
Division of International Exchange and Training
Institute of International Studies
Office of Education
U.S. Department of Health, Education, and Welfare
Washington, D.C. 20202

CONCLUSIONS

The United States is among the countries that send the largest numbers of teachers abroad to teach in the schools of other countries. A survey in 1964 of the countries employing foreign teachers in their schools, conducted by the International Bureau of Education (since 1968 a part of UNESCO), and published in connection with the 29th International Conference on Public Education at Geneva in 1966, showed 36 to 39 countries using teachers from France, the United States, or the United Kingdom. Canada ranked next; 21 countries reported Canada as a source of teachers.

Following the survey, the Conference adopted *Recommendation No. 61 on Teachers Abroad.* The recommendation of the member countries endorsed the international exchange of teachers and found it "desirable that an ever-increasing number of teachers should be able to perform a period of service abroad." It also called upon teacher-training institutions to "broaden their traditional range of studies to include the concept of teaching abroad as a means of interesting future teachers in this kind of service" and urged attention to the incentives and disincentives that might affect teaching abroad.

The availability of financial assistance is clearly a major factor in determining who goes abroad and where, as well as how many teachers are able to participate in the program. An increase in funds from whatever sources—Federal, State, local, private, or foreign—could increase the number of teachers participating and reduce the financial burden of the experience for many American teachers by providing the price of transportation for the individual and perhaps even the cost of one or more dependents. At present, some teachers are clearly deterred by such added expense for which travel grants are not available, especially those interested in going to the United Kingdom.

As is apparent from the preceding sections, regulations in some of the States make it difficult for many teachers to participate in an international exchange program. Some further flexibility is needed in order to give every American teacher more nearly equal access to an exchange teaching opportunity abroad and to enable American students and teachers to benefit from having a teacher from another country teach in their school or system. The following provisions are among those that would help facilitate teacher exchange:

1 State or local laws or regulations that permit teachers from other countries to be paid from State or local funds while teaching on an exchange basis in local schools.

2 State or local laws or regulations that permit American teachers to teach in other countries on leave-with-pay status.

3 State or local laws or regulations that permit American teachers to teach in other countries on a leave-without-pay status.

4 State or local laws or regulations that exempt foreign exchange teachers from the requirements of U.S. citizenship and from taking citizen or alien oaths of loyalty to the State and national governments. (All exchange teachers are, of course, expected to obey American laws and respect the Constitution while in the United States.)

5 State accreditation standards that permit the certification for 1 year of a foreign exchange teacher who has met the standards of the Fulbright-Hays program (recognized professional training, experience, and status at home, recommendation by binational commission or U.S. Embassy, and appropriate specialization) and the possibility of extending certification for 1 additional year if requested by the local superintendent.

6 State retirement systems that permit American teachers to purchase retirement credit while engaged in State or locally approved teaching abroad even when not being paid by the State or the local school district.

7 Regulations that recognize 1 year of exchange teaching experience for American teachers as equivalent to 1 year's teaching experience in the United States for purposes of calculating salary increments, retirement credit, or any other professional or financial benefits.

Equally important in stimulating growth would be fuller recognition by State and local authorities of the value of international educational exchange. A surprising number of returning American teachers have reported that their supervisors back home show relatively little interest in their experience abroad and that the

enhanced contribution they could make to the local school and community is sometimes not facilitated or appreciated. Similar complaints have been made in many cases by foreign teachers. With stronger encouragement by the local authorities in the United States and with more widespread publicity for the opportunities provided and the value of the experience gained, the number of teachers interested in participation would undoubtedly show a marked increase. Even so, at the present time, there are more than eight applicants for each opening in the OE exchange program with the United Kingdom, the most popular of the exchange opportunities among American teachers.

SELECTED REFERENCES

Other recent surveys of the State regulations on certification affecting foreign teachers include:

T. M. Stinnett. *A Manual on Certification Requirements for School Personnel in the United States* (1970 edition). The National Commission on Teacher Education and Professional Standards, National Education Association, in cooperation with the National Association of State Directors of Teacher Education and Certification. Washington, D.C.: 1970.

Virgil Ray Wells. *Certification and Employment Practices of the International Teacher Exchange Program.* The University of Oklahoma, Norman, Okla.: 1970. Dissertation.

American Council on German Studies. *Requirements for Foreign Nationals to Teach in the United States.* Philadelphia, Pa.: 1969.

Some Recent IIS Publications

International Studies in the United States

Foreign Curriculum Consultants in Action
1971. 56 pp. $.65. OE 14159.

The Dynamics of Interinstitutional Cooperation in International Education
1971. 64 pp. $.40. OE 14160.

Asian Studies in American Secondary Education
1972. 119 pp. $.75. OE 14162.

Education Systems in Other Countries

A French Approach to Career Education
1973. OE 73–19100.

Soviet Programs in International Education
1971. 41 pp. $.30. OE 14155.

Education in Romania: A Decade of Change
1971. 41 pp. $.30. OE 14161.

Educational Developments in Guinea, Mali, Senegal, and Ivory Coast
1972. 152 pp. $1. OE 14163.

Education in Thailand: Some Thai Perspectives
1973. 117 pp. $1.25. OE 14165.

Reform and Renewal in Contemporary Spain.
1972. 80 pp. $.70. OE 14166.

The Development of People's Friendship University in Moscow
1972. 17 pp. OE 14169.

Reference Materials on International Education

Foreign Language, Area Studies, and Other Aspects of International Education: List No. 7 of research and instructional materials completed under NDEA Title VI, Section 601 (cumulative through April 1972).
1973. 60 pp. OE 14172.

International Education Resources: A summary of OE-funded Research Projects and Reports Available through the Educational Research Information Center—1956–71.
1972. 486 pp. $3.50. OE 14173.

American Students and Teachers Abroad—Sources of Information about Overseas Study, Teaching, Work, and Travel.
1972. 38 pp. OE 14174.

Grant Programs Administered by the Office of Education Institute of International Studies

Opportunities Abroad for Teachers: 1973–74
1972. 28 pp. $.25. OE 14047–74.

Research and Training Opportunities Abroad: 1973–74
1972. 32 pp. $.25. OE 14134–74.

Foreign Curriculum Consultant Program: 1973–74
1972. 20 pp. $.20. OE 14143–74.

Awards for Modern Foreign Language and Area Study: 1972–73
1972. 34 pp. $.25. OE 55034–73.

Publications may be obtained from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order by OE number and include payment.

END

DEPT.OF HEALTH
EDUCATION AND
WELFARE
U.S. OFFICE OF
EDUCATION
ERIC
DATE FILMED

2 12 74